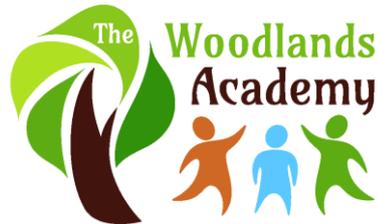




## Expressive Arts Policy

<b>Document Control</b>
<b>Policy Review Date</b>
January 2018
<b>Date Policy Finalised</b>
February 2018
<b>Version No</b>
1
<b>Review period</b>
3 years
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22/02/2018



## **Expressive Arts Policy**

### **Introduction**

The Woodlands Academy acknowledges that Expressive Arts which includes Art and Music is a component of the National Curriculum and must be provided for all pupils.

This policy has been formulated through consultation and discussion and with regard to statutory requirements. It supports the whole school Equal Opportunities Policy and reflects all other whole school policies. Pupils are taught in a combination of groups. As a school we recognise the desirability of ability grouping in certain circumstances and the need to create opportunities for individual, small group and whole class teaching. We adopt a variety of teaching styles to suit individual needs. Appropriate provision is made for pupils who need to use means of communication other than speech.

The curriculum in the school will be drawn from the National Curriculum Programmes of Study. Material may be selected from outside National Curriculum Key Stages where it is necessary to enable individual pupils to progress and demonstrate achievement.

### **Aims**

#### **What we teach**

The teaching of Expressive Arts at The Woodlands Academy is intended to enable pupils' to

- develop an understanding and enjoyment of Art, Music and Drama. through a multi-sensory approach
- develop personal skills through a variety of activities designed to help them grow in awareness, competence and knowledge.
- strengthen cross-curricular links in core and foundation subjects and to develop themes
- develop self-esteem through an encouragement of individuality
- realise their creativity and to value themselves as part of the wonder that comes from aesthetic appreciation and creation
- learn to respect and value the feelings of others especially, as they are expressed in images and artefacts and through music and dance.
- foster developmental skills including communication and language, attention, memory and listening skills.
- respect, value and celebrate the contributions made by all pupils.
- have opportunities to experience a wide variety of Art, Drama and Musical experiences by well-known performers, composers, artists and sculptors, representing different times, styles and cultures.

## **Organisation, Planning and Content**

Expressive Arts is taught as a discreet subject and through cross-curricular topic work as appropriate to the needs and learning styles of the pupils; including ASDAN units at KS4. Pupils will be given opportunities to develop their own interests within the scheme of work and individual lessons.

Teaching will take place in classes, small groups, pairs and individually. Learning objectives will reflect individual need and will encompass pupils' learning styles and the need to over-learn.

Planning in the short, medium and long term will ensure learning is broken down into achievable, individualised objectives. Teaching / support staff will evaluate lesson objectives at the end of the lesson to ensure learning outcomes feed into the planning cycle.

Pupils will be offered the opportunity to present their work through different forms including ICT and should relate to the guidelines for teaching speaking and listening, writing, communication and interaction programmes.

We use a range of teaching and learning styles in cross-curricular Expressive Arts led themes and also discrete Expressive Arts based teaching.

## Learning across the Curriculum

We use subjects as a 'vehicle' to teach other skills, these include Personal, Social, Health and Citizenship, Communication, English and Mathematics. As illustrated in the table below:

Subject	Subject Area	Examples (not exclusive or exhaustive)
PSE	Independence	<p>Communicating choices and likes and dislikes – e.g. Using symbols to let an adult know which colour paint they want to use; use gesture to indicate they want the sparkly fabric for a collage.</p> <p>Ask for help to join 2 pieces construction together.</p> <p>Get together resources to make a junk model following a visual list</p> <p>Maintain focus on computer music making programme for extending periods of time.</p> <p>Initiate ideas in a new activity – e.g. suggest ways to improve the initial design for packaging.</p> <p>Represent what makes them feel a range of emotions through short sketches and role play.</p> <p>Working alone, plan simple sculpture task (for eg), identify and select resources required and organise self to carry out the task with occasional prompts.</p>
	Interacting & working with others	<p>Explore/manipulate objects and equipment – e.g. using a range of senses to explore, tear and scrunch materials for a class collage.</p> <p>Play/work alongside another in parallel – e.g. painting and mark making at a shared table.</p> <p>Begin to share objects with another – e.g. passing the percussion instrument to a partner when a turn taking clue is shown.</p> <p>Respond appropriately to others' actions and initiations – e.g. when</p>

		<p>planning and carrying out garden furniture maintenance. Pupil is aware of how to lead an activity – e.g. in the planning/adaptation for a class musical performance or drama.</p>
	Attention	<p>Follow rules/boundaries in small group art activity with 1:1 support. Maintain attention for appropriate periods of time – e.g. staying on task and following musical clues to play their instruments until the piece is complete. Pupil gets started on tasks without delay and has the motivation to carry them through – e.g. completing a Mhendi pattern picture using coloured sand.</p>
Communication, language and literacy	Communication	<p>Intensive interaction opportunities using instruments, scarves, paints etc. Use 'musical conversation' to practice and develop basic principles of conversations. Request 'help' using sign, symbol, voice; when resources required are not in reach or readily available. Use drama and role play to revisit, express and explore ideas they wish to communicate. Develop knowledge of interpreting and using body language Communicate how something makes them feel through picture, drawing, clay or colour. Practise and rehearse managing/handling a variety of situations.</p>
	Reading	<p>Make collages of pictures beginning with a given initial sound Decorate and identify letters of the alphabet using a variety of materials Use clay and sensory materials to track the formation of upper and lower case letters. Read (identify sounds and blend) and act out CVC words read for others to guess Read and follow simple and more complex instruction (symbol supported as required); either independently or as a small group. Use a range of resources to find out about artists, actors etc.</p>

	Writing	<p>Use of playdough and clay to strengthen pincer grip, using hands independently, in unison, or in opposing directions.</p> <p>Developing fine motor skills, manual dexterity and hand eye coordination through a variety of mark making and tracking activities.</p> <p>Writing for a purpose (plan, draft, evaluate and proof-read as appropriate)– labels, instructions, short captions to support art work for a corridor display, making a programme for a school drama production, short script or synopsis of play (apply phonetic knowledge, appropriate punctuation, use correct tenses) etc.</p> <p>Use dictionaries to look up the spelling of vocabulary specific to the project.</p>
Numeracy	Number	<p>Matching and continuing patterns</p> <p>Counting beats and copying rhythms using un-tuned percussion instruments</p> <p>Counting out materials for a project and problem solving – e.g. 6 pupils how many paint brushes do we need? How many red buttons and how many green buttons should we sew onto a class tapestry picture. How many buttons all together.</p>
	Measurement	<p>Sequence events/stages of making a clay pinch pot in chronological order. Which step is 1<sup>st</sup>, 2<sup>nd</sup>, next, last etc.</p> <p>Compare the size of instruments, strips of materials for collage, sizes of paper – identify biggest, smallest, longest, heaviest etc.</p> <p>Measure items needed for a project – e.g. length of thread for sewing a purse, length of wood to build a garden seat, how much concrete to lay the path for a given outdoor area.</p> <p>Cost a particular item made for an enterprise project (e.g. candles, needle holders, memo boards – what proportion of the total budget will be used, how much change should we expect to be given when the items are</p>

		purchased etc.
	Shape, Position & Direction	<p>Make shapes pictures. Sort shapes by a given criteria to produce a repeating pattern.</p> <p>Junk modelling to learn about common 3-D shapes</p> <p>Use shapes to make musical notation for a class performance – e.g. play the triangle when the triangle is shown, the circle represents the tambourine, star shape bells etc.</p> <p>Follow/give directional instructions to produce a line painting.</p> <p>During drama session making a class ‘machine’ – learn position, direction and movement including whole, half, quarter and three quarter turns.</p>
P.E.	Dance	Explore bodily movement and develop creativity and expression through dance and gymnastic
SMSC	Multi-cultural	<p>Study and interpret art, designs and patterns from other cultures</p> <p>Experience and evaluate music from other cultures</p>

## **Assessment, Recording and Reporting**

Teachers will assess pupils work in Expressive Arts by making informal judgements during lessons. All lesson outcomes are evaluated by the teacher or teaching assistant to plan for future learning. Written or verbal feedback is to the pupil to help guide his/her progress. Pupils who are able to are expected to make judgements about how they can improve their work.

Assessment is ongoing through observation, discussion, skills evaluation and scrutiny of work. A school proforma is used to record the activity, context and skills acquired.

## **Monitoring and Evaluation**

The quality of the teaching and learning of Expressive Arts is monitored by the Subject Leader and through the staff appraisal system and formal observations. This will assist the Academy in the self-evaluation process identifying areas of strength and areas of development.

In monitoring the Teaching and Learning of Expressive Arts, the Subject Leader will:

- Implement subject policies, plans and practises, which reflect the Academy's commitment to high achievement and effective teaching and learning
- Evaluate the impact of actions taken on teaching and learning, and use this analysis to guide further improvement using a variety of tools including planning sampling, work sampling, teacher discussion, pupil interviews, and drop-ins, observing learning and rates of progress in lessons.
- Offer support to teachers in planning, teaching and assessment.
- Keep up to date with statutory requirements and relevant initiatives.
- Ensure that there is continuity and progression in the planning and teaching of Expressive Arts throughout the school.
- Set targets for subject development.
- Ensure that the whole school assessment, recording and reporting is followed in relation to Expressive Arts.

- Prepare detail of subject development, including the identification of training needs, to inform the school development plan.
- Manage the annual budget allocation for Expressive Arts.
- Organise and maintain a catalogue of resources

## **Monitoring and Review**

The Expressive Arts policy is subject to regular review in line with the Academy's curriculum monitoring. Changes and adaptations will be carried out as required. The work of the Subject Leader will also be subject to review by the Head teachers as part of the performance management arrangements.

## **Appendix 1: Key Documentation**

This policy should be read in conjunction with the following school policies / guidelines:

- Teaching and Learning Policy
- Subject Leader Policy
- Marking and pupil feedback guidance

The following documents have informed this guidance:

National Curriculum in England:

Art and Design Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study/national-curriculum-in-england-art-and-design-programmes-of-study>

Music Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study/national-curriculum-in-england-music-programmes-of-study>